

PLANNING TOOLS FOR SCHOOLS

Emergency Management & Operations Planning

Review for Schools



Utah Department of Public Safety
Utah Division of Homeland Security
Office of Emergency Services

Emergency Operations Plan Review for Schools

Section I – Evacuation:

1. Evacuation:
 - a. Who makes the decision to evacuate?
 - b. What criteria or decision model is evacuating the school based on?
 - c. Who is involved in that decision making?

2. Alert and notification:
 - a. How is the decision to evacuate announced or communicated to the staff?
 - b. The students and teachers in classrooms?
 - c. To other buildings, fields or areas?
 - d. What directions need to be given at this time?
 - e. Does the school use a code?
 - f. How will you reach critical staff who are away from the school to alert or notify them of the situation?

3. Emergency relocation site:
 - a. Does the school have a designated emergency relocation site?
 - b. Does the EOP have a different emergency relocation site based on the time of year, i.e. due to weather?
 - c. Where is the alternate emergency relocation site should the primary site not be available due to external dangers such as bombs, hazmat, violence, flood, etc?
 - d. Is there a designated relocation site on every side of the school?
 - e. Does the school EOP include a map of the relocation sites and routes, indicating needed protective actions, such as when crossing busy streets, etc.
 - f. Are agreements in place with churches, other schools or nearby buildings needed for relocation?
 - g. Are there agreements with homeowners next to the school to cross their properties if needed?
 - h. Do school employees and administrators have vests they can wear that will identify them and their role or function?

4. Protecting students during an evacuation:

How are students protected while crossing busy traffic lanes?

 - a. From other external dangers?
 - b. From potential active shooter ambushes?
 - c. From secondary explosive devices?
 - d. From weather and the elements?
 - e. Who performs these tasks?
 - f. How are these individuals trained for these duties?

5. Securing the emergency relocation site:
 - a. What preventive measures have been taken to secure or safeguard the emergency relocation site?
 - b. What action will be taken to secure the emergency relocation site against bombs, ambush, etc?

6. Accounting for students after an evacuation:
 - a. How will students be accounted for?
 - b. What process or procedures are in place for locating students that don't show up at the relocate site?
 - c. Who is assigned to do this?
 - d. Who needs to be notified about missing students?

7. Sweeping the school:
 - a. What procedures are in place for "sweeping" the school to ensure all students and employees are evacuated?
 - b. Who is assigned sweeper responsibilities?
 - c. How is the sweeping organized in order to cover the entire school and to prevent students or other persons to slip in-between the sweepers?
 - d. How many people will it take to sweep the school?
 - e. How long does it take to sweep the entire school? Each building?
 - f. Is there a procedure in place to account for all the sweepers, i.e., that they have indeed swept their area as well as that all sweepers are out of the building?

8. Securing buildings and restricting reentry into an evacuated building:
 - a. How will students and others be restricted from entering an evacuated building?
 - b. Who is assigned to do this?
 - c. How many people will this process take? (How many doorways need to be covered?)
 - d. How will these people move around the school?
 - e. How can this task be accomplished in relative safety?
 - f. Do these people have access to master keys to lock doors if needed?

9. School transportation:
 - a. How will evacuation transportation be handled?
 - b. How will school busses be activated outside their normal routine?
 - c. Are there enough school busses to seat all the students in the school?
 - d. What alternative transportation is lined up in case the school busses are not available or do not have the capacity to seat all the students?
 - e. Is there an alternative site for the school busses to pick up students if, the normal pick up site, is occupied by emergency vehicles?

10. Other considerations:

- a. How will students be prevented from hopping into their cars and taking off?
- b. Who turns off the utilities, i.e. gas, electricity, etc?
- c. Is there a provision for providing safety vests (fluorescent) for employees for easy identification by other responders such as police, fire, etc?
- d. Is there designated safety personnel to assist with student safety when crossing busy intersections?

SECTION II – BOMB THREATS, BOMBS AND EXPLOSIONS:

PART 1 – Preventive measures:

1. Preventive measures:

- a. What protective measures are in place to prevent or minimize the effect of bombs in the school?
- b. Do you have and enforce a locked room policy?
- c. Do you have a restricted access policy enforced?
- d. Do you have a uniformed School Resource Officer on duty during “critical” hours at the schools?
- e. Do you enforce a dress code at the school?

2. Employee awareness:

- a. Are your employees trained to look for hazards?
- b. If an employee encounters a hazard what action should they take?
- c. How and whom do they alert?
- d. Do they leave the classroom, locker or area where they perceive or suspect a hazard?
- e. How do they deal with a student that they suspect of wrongdoing or a hazardous action?
- f. Do they detain a student before receiving assistance?

3. Receiving a threat:

- a. Does the school telephone system allow for caller ID?
- b. Does it allow for incoming calls to be recorded?
- c. Does it have a *57 call back feature?
- d. How are employees who answer telephones trained to receive bomb threats?
- e. What immediate action should a person take after receiving a threat?

4. Threat assessment team:

- a. Does the school have a threat assessment team?
- b. Who is on that threat assessment team?
- c. Is there a representative from law enforcement on that team? Do you have a direct phone number to reach that person?

5. Threat assessment criteria:

- a. What criteria does the school use to determine the credibility of a threat?
- b. Who is ultimately responsible making that determination?
- c. If that person is not available who is second and third in charge?

PART 2 – BOMB THREAT

At 10:10 (during class period) a call is received at the principals' office from a student that had been expelled the previous week for making statements that he was planning to blow up the school. The threat is determined credible by the school principal. (For the sake of this exercise the option to evacuate is not an acceptable option.)

1. Protective measures:

- a. What protective measures should be taken?
- b. Will a lockdown of the classrooms give adequate protection to students?
- c. Should students in the classroom take protective cover? Is so, what?
- d. If the incident occurred during lunch hour how would the protective measures be different?

2. Alert and notification:

- a. Who is notified?
- b. How are they notified and by who?
- c. What responders should be notified?
- d. What responders will respond?
- e. How long will it take for the responders to arrive?

3. Searching the school buildings:

- a. Who is going to search the building?
- b. How are those searching the building trained to perform this task?
- c. How is the search organized?
- d. What are they going to search for? How will they identify an explosive device?
- e. How will employees communicate during a bomb threat?
- f. What will they do if they find a suspicious object?

4. Communications during a bomb threat:

- a. How will communications be handled with classroom during lockdown?
- b. How will school officials and staff communicate during a bomb threat?

5. Accounting for students during a lock down:

- a. How are students and employees accounted for during a lockdown?
- b. Who will do this?
- c. How long will it take?
- d. What action will be taken to locate students that are not accounted for?

PART 3 – EXPLOSIVE DEVICE FOUND:

Before the bomb squad/police arrive, a device deemed to be a bomb is found in the hallway.

1. Alert and notification:

- a. What responders will be notified in addition to those who were already notified?
- b. How long will it take for them to arrive?
- c. What notification, if any, will be given to the students and staff?
- d. What directions will be given at this time?

2. Protective measures:

- a. Does the discovery of a device/bomb alter the protective measures already taken in the school?
- b. What protective action should be taken with students in classrooms close to the device?
- c. Should they be evacuated at this time?
- d. If so, how should that be done to ensure maximum student safety?
- e. Should the school be evacuated at this time?

3. Searching the school building:

- a. Does the search for other explosive devices stop when the one device is found or do we continue to search the entire school?

4. Securing the bomb site:

- a. How is the device secured from being tampered with?
- b. How do we cordon off or secure the area?
- c. Who will do this?

Part 4 – EXPLOSION IN THE SCHOOL:

As the bomb squad is preparing to enter the building the device explodes sending shrapnel into walls, doors and ceilings in the hallway but does not cause injury to anyone.

1. Alert and notification:
 - a. What responders will be notified in addition to those who were already notified?
 - b. How long will it take for them to arrive?
 - c. What notification, if any, will be given to the students and staff?
 - d. What directions will be given at this time?

2. Protective measures:
 - a. What action should be taken?
 - b. Should the school be evacuated at this time?
 - c. If so, should this be a full or partial evacuation?

3. Searching the school:
 - a. Is the search for other explosive devices halted at this time?

4. Medical and first aid considerations:
 - a. What steps should be taken to aid possible injuries?
 - b. Is it safe to move around the school at this time?
 - c. Who will provide the medical aid?
 - d. How are these people trained for this task?
 - e. Are there first aid kits in the classrooms? The offices? The cafeteria?

5. Other considerations:
 - a. What other action should be taken at this time?

SECTION III – SCHOOL VIOLENCE, SHOOTING AND TERRORISM

1. Preventive measures:

- a. What preventive measures are in place to prevent students to carry weapons to school?
- b. How are teachers trained to look for weapons?
- c. Is there a “TIP” line available for students to report violations?
- d. Are all threats taken seriously?
- e. Is there a dress code enforced at the school?
- f. Are random locker searches conducted at the school?
- g. Is there a “Connect the dots” communications system in place?
- h. Are all weapons violations turned over to the police?
- i. Is there a School Resource Officer assigned to the school?
- j. Are entrances to the school restricted in numbers?
- k. Are teachers able to lock classrooms from the inside?
- l. Are classrooms equipped with telephones or intercoms?
- m. Are the schools equipped with security cameras?

At 9:25 am (during class period), a female student reports to the office that a male student that had been expelled the previous day for an altercation with a group of students and subsequent threats of getting even with those students had just walked in the front door carrying a hunting rifle telling her that she better get out of here because he was going to get even.

2. Alert and notification:

- a. Who is notified and what responders would respond?
- b. How long would it take for the responders to arrive?
- c. What announcement is made to the students and teachers?
- d. What action should be taken before the responders arrive?

3. Protective measures:

Evacuation:

- a. What action is taken immediately? Why?
- b. Should the school be evacuated?
- c. If so, how will the students be protected during the evacuation from the intruder?
- d. How will students be protected from the potential presence of a secondary device?
- e. How would students be protected from the potential of an ambush once they exit the school?

Lock down:

- A. How would lock down procedures during a violent intruder incident be different than during a bomb threat?
- B. How is this difference communicated to staff and students?
- C. What protective cover should students take if any?
- D. How does this differ from protective cover during a bomb threat?
- E. During lock down how are the following areas secured:
 - F. Classrooms?
 - G. Offices?
 - H. Library
 - I. Lunchroom/cafeteria
 - J. Assembly hall
 - K. Other areas
- L. If the incident occurred during lunch how would the actions taken be different from actions taken during class period?

4. Other considerations:

- a. Does the school have the capability to shut off the fire alarm and the strobe lights from outside the school?
- b. Who is assigned to turn off the gas and other utilities if needed?
- c. Is there a way to turn off the cable/TV antenna to the building?

SECTION IV – INCIDENT COMMAND AND MANAGEMENT:

1. School Command Center:
 - a. Where will the school command center be set up?
 - b. Who is assigned to be there?
 - c. What should they bring with them?
 - d. What equipment is needed to operate the school command center?
 - e. How will they communicate with the incident command post?
 - f. If telephone lines and cell phones become inoperable how will the school command center communicate?
 - g. Are there any provisions to use nearby facilities for school command center?

2. Incident Command:
 - a. Who is in charge and what are they in charge of?
 - b. Where will the incident command post be established?
 - c. Who staffs the incident command post?
 - d. What is the function of the incident command post?
 - e. Who is in charge of the incident command post?
 - f. Who from the school is assigned as a liaison to the incident command post?
 - g. What is their role at the ICP?
 - h. Do they have the necessary authority to make the decisions needed?
 - i. What should they bring with them to the ICP?
 - j. Are master keys, maps, blueprints and other information needed by law enforcement, Fire, EMS and other responders readily available and stored outside the school?
 - k. How do these two functions, the IC and SCC differ in function?

3. Dealing with media:
 - a. Does the school or school district have a designated Public Information Officer?
 - b. If not, who will deal with the media?
 - c. Where will the media center be set up?
 - d. Who will decide what information will be released to the media and when?

4. Dealing with relatives:
 - a. What provisions are in place to deal with relatives of students involved in an “incident” such as parents of students that are unaccounted for, injured or killed?
 - b. Where will we set up a place for these parents and relatives out of sight and earshot of the media and other bystanders?